THE JOURNAL OF EDUCATION

Volume 132 NOVEMBER 1949 Number 8

Arithmetic and the Corner Grocery	SARA M. JOHNSON
Better Than We Think	MYRTLE M. GILLETT
Freedom for Free Reading	HELEN R. MILLER
Three of Us	JAMES N. EMERY
And Lo, the Teacher's Name	EMERY STOOPS
Providence Children Plan Their Zoo	HENRY CHILDS
Please Be Human	CHARLES E. FUNK
End of a Perfect Day	MURIEL W. THOMAS

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The JOURNAL of EDUCATION

VOLUME 132 NOVEMBER, 1949 NUMBER 8

ESTABLISHED 1875

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8 BEACON STREET, BOSTON

THE JOURNAL OF EDUCATION is published monthly from September to May, inclusive, by New England Publishing Company, 8 Beacon Street, Boston. Subscriptions in the United States, $3.00 a year; Canadian postage, $1.00; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index of the Journal of Education is published annually in the December issue. The contents are listed in Education Index.

CONTENTS

YOUR TEXTBOOK REPORTER 212

EDITORIALS 214

ARITHMETIC AND THE CORNER GROCERY Sara M. Johnson 216

BETTER THAN WE THINK Myrtle M. Gillett 217

FREEDOM FOR FREE READING Helen Rand Miller 218

THREE OF US James Newell Emery 220

AND LO, THE TEACHER'S NAME Emery Stoops 222

PROVIDENCE CHILDREN PLAN THEIR ZOO Henry Childs 224

PLEASE BE HUMAN Charles Funk 226

MY TEACHING IS EASIER BECAUSE Kathryn D. Smith 228

MOVIES AND MENTAL HEALTH George K. Morlan 229

END OF A PERFECT DAY Muriel W. Thomas 230

THE NEWS DIGEST 231

GRINS BETWEEN GRINDS 234

As we go to press . . .

The frost is on the pumpkin, or soon will be, though we don't see why it should pick on the pumpkin, unless for its size. Anyhow it won't be long now before the pumpkins are made into pies, ready to go on Thanksgiving tables after turkeys and fixings have been disposed of. It's no hardship to copy that old custom inaugurated by the Pilgrims at Plymouth around 1621. Wasn't it Massosoit who arrived at the feast with some ninety other Indians, all having to be fed but helping out a bit by providing heap big venison? The Pilgrims had a grand feast and were far more grateful than any of us today would be for so little comfort as theirs or so little security. Think how they had to lighten their belts when, on the heels of that festival, a shipload of new colonists walked ashore without food or implements and had to be carried through that second winter.

A few years later, a different group of settlers had opened Harvard College in Cambridge, where students were expected to converse in Latin and were threatened with fines for skipping church or going out of town or breaking any of the other forty-'leven rules that would now be intolerable even to a kid in boarding school.

It's a good thing to think back every little while, especially in November, so as to remind ourselves of what we can be thankful for that our much more thankful progenitors did not have. This produces a healthier feeling of contentment than we get from contrasting our lot with that of certain contemporaries.

But suppose we return to business. Here we are concerned with what will make for better results. Shall it be some fresh device for teaching arithmetic — some way to foster the reading of worthwhile books? Or shall we go backstage and examine our own qualifications and relationships? Maybe as teachers we are too doubtful of our own merits. We promise you much good cheer and no little stimulus as you read the following pages in pursuit of whatever it is you will be pursuing.

Your Textbook Reporter

Manners Made Easy

This handbook for teen agers is packed with good suggestions. The author has firsthand knowledge of boys and girls and appears to know what is needed to make them act like civilized beings in all their varied situations, at home, in school, at parties, and when traveling. The rules are detailed and specific. Better still, they are shown to be based on common sense and consideration for the comfort of other people. No attempt is made to write in chummy language. You wish to be well poised and feel at ease. Well, then, look to your posture, your health, careful grooming. Learn to dress in good taste. If you are a boy, select neckties that are right in material and color, and tie them as indicated in the pictures. If you are a girl and must use cosmetics; apply them properly. Watch your voice and diction. Manners begin at home. Here you form the habits that are sure to follow you wherever you go. Write notes and letters whenever these are called for. And so it goes. Etiquette is literally a "ticket" to social acceptance. The rules are not too difficult, as outlined in **Manners Made Easy**—especially when the reasons for them are kept in mind. What an advantage these men and women of tomorrow are going to have over us awkward grownups! Most of us never saw a book of manners until we hastily skimmed one on the eve of our wedding day. Then we dismissed most of it as nonsense.

MANNERS MADE EASY, Mary Berry. McGraw-Hill Book Company, New York. $2.40

The Bag of Fire

The series of **Tales from the Four Winds** adds a new oral reader, this one for fourth graders, calling itself **The Bag of Fire and Other Tales.**

Here in a dozen yarns from the folk lore of almost as many lands is an amount of witchery and unrealism to bring a blush of modesty to poor Superman for not having loosed his imagination half so far. Each of the stories is retold in a form that can either be read by the child alone for his silent edification or by a group of classmates taking different parts. Prepared by an experienced writer of radio scripts, they could probably be used to best advantage as playlets heard from behind a screen in one corner of the schoolroom.

Here are all the glass slippers, giants, dragons, talking animals, princesses and kindred characters required for cloud-borne adventuring over never-never places. Only the title number, **The Bag of Fire,** stoops to possibility and deals exclusively with human beings having no supernatural powers to rely upon. In this, two Chinese girls do actually bring fire in a bag and wind in paper as gifts to their father-in-law, thus outsmarting that hard-to-please elder. But things turn out equally well in other and taller stories too—and you can hardly find taller ones, more simply and even plausibly told than in this collection.

THE BAG OF FIRE AND OTHER TALES. Fan Kissen. Houghton Mifflin Company, Boston. $1.80

America in the World

The expanding relations of the United States with other lands and nations is the theme of this new text for junior high schools, **America in the World.** Here we see a fresh treatment of history, as notable for its omission of the American Civil War and President Lincoln as for its inclusion of much material rarely found in chronicles written for teen-age students.

Take, for example, the part played by the European scientist and explorer Alexander von Humboldt in gathering information about Venezuela, Ecuador and Mexico, and in impressing the young Venezuelan Bolivar with the potential greatness of South America and its need for liberation from tyrannical Spain.

Dipping elsewhere in the book, one learns how wheat growing in Kansas got its start with the arrival of Mennonite immigrants from Russia, bringing a few bushels of selected seeds.

It might be called a world history were it not confined to recent centuries and built around the United States as a sort of core. Due attention is paid to the influence of geography, its natural barriers, its oceans inviting commerce, and its perpetual challenge to human ingenuity as expressed in new modes of transportation and communication.

Such a text, simply written and profusely illustrated with maps and pictures, is sure to broaden the horizons of young Americans and make them more intelligent world citizens and better Americans as well.

AMERICA IN THE WORLD, Lansing, Chase and Nevins. D. C. Heath and Company, Boston. $2.96

Principles of Secondary Education

Since the high school has become the great training ground for citizenship in the United States, more thought must be given to the procedures of this institution by those who are to serve within its classrooms. A new text for present and prospective high school teachers is labeled **Principles of Secondary Education.**

Assuming that the high school student must be given the best possible equipment as an individual and a member of society, the author divides his book into four major parts. The first examines high schools as they exist today. The second traces the history of the high school from its beginnings to the present time. The third considers what goals and standards should be sought. The fourth discusses implimentation—the how.

This text reflects the modern view that education should be closely related to experience, that it should be functional, not cramped by traditional curricula. Democratic processes are recommended in the development of courses, teachers and to some extent students participating with the administration. Twenty years ago these ideas would have been radical. Today they are generally accepted by educational leaders. Tomorrow they will be more widely adopted in practice.

PRINCIPLES OF SECONDARY EDUCATION, Nelson Bossing. Prentice-Hall, Inc., New York. $3.85

The World Through Literature

Top number in the Living Literature Series bears the title, **The World Through Literature.** The scheme of this reader for high school seniors is to divide the earth — exclusive of

the United States — into five areas. Thus we have modern samplings from the East, Scandinavia, Latin America and Continental Europe occupying half the volume, while Britain takes the remaining half.

The units on the East and the Scandinavian countries are particularly well done. Latin America may not possess what was required to measure up. Some of the best known, most representative writers of Europe are omitted, because of alleged difficulty —the book being aimed at general course students as well as academic.

In the case of England, modern authors have been crowded out in favor of earlier writers whose fame is well established. Here will be found none of the great novelists, but choice selections from the essayists and poets. The evident purpose of the entire collection is to familiarize the student with folkways and thought patterns of the several regions or cultural units of mankind, and this would seem to have been achieved successfully.

The regional introductions are excellent overall descriptions. The author biographies give enough detail to be interesting and to make clear the relations between each author and his period.

The volume has been offered in answer to the need for wedging the literature of the world and that of our own English heritage into the already crowded curriculum of the high school and deserves to be judged in the light of this objective. On the whole it provides for a very worthwhile year of reading and discovery.

THE WORLD THROUGH LITERATURE. Cook, Luban and others. Harcourt, Brace and Company, New York, $3.28

Early Societies

Those who believe the present can best be understood in the light or half-light of the past, will turn hopefully to the newly published volume, **Life and Education in Early Societies.** In its upwards of seven hundred broad pages one may read most of the known details of ancient cultures, not only in Egypt, Babylon, Greece and Rome, but in China, India, Persia and wherever antiquity was recorded either in words or in pictures.

The author admits a special aim of bringing out more information about the physical aspects of education than has hitherto been available in a single work. Yet the constant effort to do this does not appear to have caused the slighting of matters intellectual as these developed and were incorporated in education.

The book is scholarly to the point of footnoting the authority for almost every statement. An amazing amount of material has been amassed —enough, in fact, to convince the reader that the past contained the seeds if not the thriftily growing plants from which the customs, ideals and systems of today have grown.

LIFE AND EDUCATION IN EARLY SOCIETIES. Thomas Woody. The Macmillan Company, New York. $7.50

Discrimination and National Welfare

The Institute of Religious and Social Studies annually produces a book composed of addresses by independent authorities. Frequently these authorities are in hopeless conflict. In some cases you try in vain to make out what they are struggling to express. This year the case is different. **Discrimination and National Welfare** delivers a single consistent message. It is a harmony of eleven voices, each telling what discrimination as to race or color or national origin in some specified area is costing the American public. Not all the costs are in dollars. Some are in moral, spiritual and social assets. Others are in our international relations and are figured in terms of misgivings engendered abroad.

One voice after another sounds the call to remove barriers of prejudice and treat Negroes, Orientals, Mexicans and other minorities as fellow human beings or suffer further impairments of the social structure and weakening of our position in the world. Would you know what we lose economically and otherwise from segregation, from inferior housing and restricted residence; from unfair laws and injustices in the applications of laws intended to be fair; from educational duplication; from separate churches for whites and Negroes; from color barriers in labor unions; and from the tactless exclusion of Japanese and other Asiatics? Then procure this informative little book and absorb its unified lesson. It will assist the thinking you have already done along this line. You will gather a mass of information on which to base opinion and you will realize as perhaps never before the price we pay for prejudice.

DISCRIMINATION AND NATIONAL WELFARE. R. M. MacIver, Editor. Harper and Brothers, New York. $2.00

Children Learn to Read

The title of this book, **Children Learn to Read,** is an affirmation. It is true in greater or less degree, according to the children themselves and the kind and amount of help they receive from their experience, including the help of teachers and other persons.

The book is intended for adults—any or all of them who are concerned with developing the reading ability of children. Few books on this subject are so well organized or so comprehensive as this. It takes up the why of learning to read—the sociological reasons, for example. It goes into the history of reading and shows how this art has kept pace with human development. It points out the various purposes for which one reads and discusses the different methods employed for these different purposes. Thus there is reading for enjoyment, for information, and for use in forming judgments. This latter objective is fully treated in a chapter on Creative Reading.

That reading is complex, that it is closely related to experience and growth—these facts are constantly in the author's mind and frequently stressed. The psychology of reading is fittingly described. For the beginner, a combination of methods is recommended, with emphasis on learning to recognize many words quickly, to draw hints from pictures, and to work out new words phonetically.

The entire program of instruction in reading is examined in detail by successive grades or departments. There are lists of books and indicated ways of finding more books. Nothing seems to have been overlooked. Best of all, the language is clear—no trace of gobbledeygook.

CHILDREN LEARN TO READ. David H. Russell. Ginn and Company, Boston. $3.25

EDITORIALS

SUSPENDED TEACHER

When Henry Aldrich of radio fame let himself down by a rope from the assembly room skylight, we thought it was stretching the imagination too far. But we learn from a bulletin issued by the public schools of Newton, Massachusetts, that similar things do happen. For example, a science teacher in a junior high school of that fair city might have been seen one day last spring dangling from a rope near the ceiling of his classroom. There he was explaining certain theories of mechanics, with special attention to pulleys. In fact, he had lifted himself to this place of prominence by means of a rope and tackle.

No doubt you will agree with the opinion of the bulletin writer, that while such acrobatics are stunts, this particular stunt must also have left a vivid impression. No member of the class who saw that self-hoisted teacher will ever forget the sight—or the principle thus illustrated.

Science has the edge over most other subjects in lending itself to visual demonstration. We never knew a Latin teacher to show by means of ropes and pulleys just how a "god from the machine" arrived upon the stage of a Greek or Roman theater. Don't look up from the book. So and so, please translate.

Not nearly so vivid, is it? But it is well to make the imagination work. So you have a choice between ropes hanging from skylights and mental pictures. Some prefer one way, some another.

HOW DO YOU REASON?

In mathematics and the natural sciences, men usually reason coolheadedly from ascertained facts. But in most other areas their reasoning is colored by prejudice, by emotions, by what is expedient. Conclusions in philosophy, history, anthropology or economics, for example, differ widely. Here the conclusions lack the validity of undeniable proof. We call them opinions. Opinions are often contradictory, so that if one is true the other must be false. The difficulty of deciding between opposite opinions is very great. If we listen to authorities, we are likely to accept whichever ones confirm our own preconceived notions.

A German writer, in a newly published book entitled *Letters to My Son* (Philosophical Library, New York), has a short letter on teachers that calls attention to this matter of reasoning to prove what one wishes to prove. The author refers to some of the sciences we have mentioned as "opinionated." He accuses so called thinkers of thinking more about their bread and butter than about arriving at truth. He notes that thousands of teachers in Germany turned upside down, intellectually, to prove that a cockeyed tyrant was right and the rest of the world wrong. Why? Because they believed it better to agree with Hitler than to disagree.

On the question whether it is impossible for human beings to form judgments based wholly upon reason, the writer of that letter says "No." He puts it thus:—"It is in the furrow of hate and love, profit and loss, advantage and disadvantage, that the poor little flower of reason grows. There is no other way of reasoning. The only question is: Does your reason thrive on love or hate, on advantage to all or your mean little self?"

Honest reasoning ought to be possible. But it must be based on facts. And these are hard to get or to select from the mass of evidence offered, usually from prejudiced sources. Even when the facts are clear, one must emphasize some and slight or ignore others. Here enters prejudice once more. Possibly the task is hopeless, as the writer of the letter believes. But it is well to make the effort. Failing in this, we can at least check our conclusions by the formula of love or hate, of altruism or narrow self interest.

Emotion has held sway over mankind from the beginning. It is high time it gave place to thought, intelligence, reason. Not the sword of Damocles but weapons far worse are hanging by an exceedingly slender thread.

TYRANNY vs. TENURE

Once more the Defense Commission of the National Education Association has looked into a seemingly small local situation that really concerns every American. This time it is the case of five public school teachers in Grand Prairie, Texas, who were summarily released from their positions last spring. The board made no charges, gave no hearing, and remained silent as to its reasons for refusing to renew the contracts. The N. E. A.'s investigators found the prevailing impression among the local citizens to be that the dismissals were caused by the fact that the five teachers had taken part in a political campaign for the election of school committeemen. One of the five was president of the local teachers' association. Another was president-elect of that association. All had been in the system six years or longer. And all had been recommended by the superintendent for continuance in service.

Adequate tenure laws would have prevented such use of the big stick against teachers exercising the right of all citizens to take part in politics. No matter what the issues and no matter if teachers are motivated by loyalty to pupils' interests or their own — both or neither. They should be as free as anyone else to engage in political activities without fear of reprisals. This principle has

been established for industrial workers endeavoring to form unions or to achieve better working conditions. It must be extended equally to employees of the people's schools.

Teachers are not always right. But they have rights. One of these is the right to enter the political forum without the thought of whether their board will be pleased or displeased. Boards of Education possess no grant of dictatorial powers.

Since, however, their members are but human and therefore prone to prejudice, hate and anger, their power over the lives and livelihoods of those whom they employ should be limited by statute, not only in Texas but in every other state that still is backward in this matter.

INITIATIVE IN EDUCATION

The expression "individual enterprise" has been worked so hard that there is danger of our growing to dislike the thing itself, truly so vital to the progress of our country and so greatly needed throughout the world.

Individual enterprise has always played an important role in education and still does. It accounts for the founding of many schools, colleges and universities — enterprise, vision and generosity combined. It causes constant experimentation and discovery in the area of education.

Here are two recent illustrations.

A group of students at Massachusetts Institute of Technology initiated, sponsored and has maintained with increasing scope the custom of inviting foreign students to attend summer sessions at MIT. Seventy-eight such students, most of them prospective engineers, spent six weeks in Cambridge this year and were later given an opportunity to visit other areas of the United States. The same student group has arranged for a number of young engineers from abroad to study at MIT throughout the winter, the institute cooperating, with free tuition. Here we see President Truman's Point Four already implemented though necessarily on a smaller scale. When the government gets around to act, it can learn from what was first done by individual enterprise at MIT and possibly elsewhere.

Again an idea launched at the University of Illinois school of dentistry a year or two ago will mean post-graduate instruction this year — by telephone — for 7,000 practicing dentists in 135 cities. Experts gathered at the Chicago campus of the Illinois dental school will provide a series of monthly lectures, transmitted by wire to local meeting places in 38 states and two Canadian provinces. Dentists will each pay ten dollars for the course — and all their patients will benefit.

No American in his sober senses wants to stop this sort of freely initiated effort.

STUDY AND A JOB

We once knew a very practical woman who operated a large farm that was a model for the entire countryside. When young people came to her with autograph albums, she usually wrote: "Be not only good but good for something."

Today a great many parents are demanding of the schools that children be not only educated, but educated for something. Occasionally we doubt if parents or children care anything at all about education per se, so long as there is some lucrative job to be had when schooling ends. But we can skip that point for the moment. Let us refer here to a very worthwhile step that has been taken in recent years by hundreds of high schools, generally with the aid of state and federal funds, to equip many of their students for definite jobs.

An act of Congress, passed in 1936 and renewed in 1947, encourages high schools to set up programs of part-time employment. Students coming under the plan spend their forenoons in school and their afternoons in stores, offices or factories, learning how to perform useful work. The high school hires a coordinator to get the cooperation of employers and supervise the program. The federal government pays half the salary of the coordinator. State and local community divide the remainder of the cost between them. Upwards of forty thousand young persons in forty-four states, were thus enabled to combine study with job experience last year. A noteworthy result is said to have been the marked improvement of the pupil's academic performance in most instances.

Somewhere along the line, every boy or girl nowadays needs to receive specific preparation for some sort of employment. The work-study idea offers just the right combination for many of them. It often leads directly into a full-time position. It shows some of them what they don't wish to do. It gives all of them a start at earning money and sensing the importance of labor.

A number of colleges have gone into partnership in similar fashion with industry and business, and even some of those that have not gone so far as this offer courses designed to fit the student for definite forms of work. The graduate whose only qualification is a degree in liberal arts or science finds employers skeptical. Maybe it wasn't so once. But yesterday is over.

"The teacher who confines himself with ultra-strictness to his 'own subject' does not teach it. The areas of knowledge are not separated each from the other with high and impassible fences." — Lewis H. Chrisman, "Vanishing Fences", Journal of Higher Education, May, 1949

ARITHMETIC AND THE CORNER GROCERY

SARA M. JOHNSON

Today's curriculum should provide some means of meeting pupils' "present needs" in arithmetic, utilizing out-of-school experiences which involve arithmetic reasoning wherever possible. Yet many mentally dull children are so slow in learning fundamental operations that little time remains for learning to solve reasoning problems. Therefore, it seems highly desirable for the teacher to formulate problems which do not call for high intellectual capacity but which are sufficiently interesting to hold the attention of the gifted child.

In trying to determine how much arithmetic learning my pupils were using outside the classroom and how successful they were in applying what they had learned in school, I kept anecdotal records for a week of the most common experience of the group—Buying from the Grocery. A comparison of the facts thus obtained with weaknesses shown in in-school work revealed that identical errors were being made.

When attempting to solve an example in addition containing several digits, pupils often added in the one's column and subtracted in ten's and hundred's. The correctness of the example was left to chance. No check was made to determine the accuracy of the sum. Similarly, while making a purchase, they didn't check to see if they had received the right amount of change. In many instances they didn't even inquire as to the price of the commodity.

Problems taken from their real life experiences were written and given in oral exercises for them to solve. They asked repeatedly, "Should I add, subtract or multiply?" This difficulty was also evident when problems taken from the text book were being solved.

My problem, as a teacher, was to get the pupils to concentrate on the process being employed, and to check for accuracy in figuring. I must teach cues and terminology for determining which process to employ in problem-solving situations. And above all, I must teach the pupils that learning which is done at school is of no value unless it is utilized in all activities, whether at school or at home.

A new need was also the teaching of consumer-education with emphasis on wise selection and intelligent buying.

The approach to this new need was made through oral expression. Pupils like to relate their own experiences about purchases made at the store.

One pupil told of going to the store to purchase some greens. When she gave the clerk the money, he told her that she needed more. She went home to get it and, failing, had to go back to the store to get back the money which she had paid on the greens. The class discussed the problem. Some of the conclusions were (1) Never attempt to purchase commodities when you have partial payment; it would be better to purchase smaller amounts of the commodity. (2) In some instances less expensive articles, which are good substitutes for the desired product should be bought. (3) Preliminary shopping to find the costs of commodities was also mentioned. (4) In connection with this, some pupils related their experiences in not having enough money with which to purchase an article. Their grocers told them that they could carry a commodity home even when they did not have quite enough money to pay for it. Then the grocers would tell the customer, "You may bring the balance the next time that you come to the store". This was recognized by the pupils as a common courtesy of all neighborhood grocers. One pupil said, "A very good policy is to return the small balance promptly, rather than waiting until time to make another purchase." Another assertion made by a pupil was "But all of my shopping is not always done in the neighborhood where I live; therefore I always carry a little more money than I need or plan to spend, especially when I go shopping downtown or in a different neighborhood from where I live."

Pupils' purchasing efficiency was not affected by sales tax, anymore than by inefficiency in alertness to cost of various articles. A large percentage of pupils admitted not returning unpaid balances promptly. Approximate amounts, or exact amounts, for that matter, of the costs of articles can be ascertained by reading bills, and newspapers, and by telephoning the grocery, in order to carry the price of the desired goods. Exact costs of purchases brought about knowledge of sale tax affixed on commodities varying in prices.

Through inquiries about prices, pupils observe that: (1) Prices of food fluctuate with seasons, quality and quantity. (2) Foods bought out of season are more expensive than food bought in season. (3) Foods that grow in near-by places are less expensive than those that grow far away. (4) Choice foods cost more

than inferior grades. (5) Some brands of food cost more than others; yet no written claim is given to prove the superiority of more expensive brands. (6) By noting the weight found on the contents label, one can determine whether it is cheaper to purchase two small portions of a commodity or one large one.

Some of the problems we used follow:

1. If a commodity is sold 3 for 25c, do we save when we buy three, if the price of one is 10c?

2. If you have just enough money to buy a tablet for 5c, a pencil for 5c and a bowl of soup for 10c, and you see a bargain on tablets (3 for 10c) should you buy the tablets on sale?

3. If your family eats peaches occasionally, which should you buy, 4 cans of delicious brand for 50c or a bushel of ripe delicious peaches for 50c. Why?

4. If your mother gives you 25c for a pound of spinach or greens, and spinach is 15c a pound, while greens are 8c a pound, and you know that your family likes spinach better than they like greens, should you buy the greens or spinach? Why?

5. If you can purchase a package of notebook paper containing 24 sheets for 5c or a spiral notebook containing 30 sheets for 5c, which should you buy? Why?

Some of the basic assumptions, upon which the fore-going problems were formulated:

1. Consider the likes and dislikes of the family, when purchasing foods which have the same nutritive value.

2. Wise spending is not always purchasing the less expensive commodity or receiving the greatest amount for your money.

(a) Quality and quantity are both related to economy, depending on the immediate situation.

3. It is wise to take advantage of bargains if you do not have to deprive yourself of necessities in order to do so.

4. When making purchases for the family, consider the size and perishability of the food, as well as, the size of the family.

1. Lack of reading comprehension does not matter as the problems are not written. Therefore they may be used to an advantage with pupils who have made low scores on reading comprehension tests.

2. These problems occur as integral parts of larger and more extensive experiences, rather than experiences of themselves.

3. Since no reading is required, acquiring skills in handling fundamental operations can receive more emphasis. As the pupil gradually acquires skills in reading comprehension he may proceed to solve problems found in the textbooks.

4. Problems of the type mentioned in this paper lend themselves well to "graphic and individual methods" of teaching problem solving. These two methods are recommended to give best results.

5. There is need for much research in teaching problem solving in connection with social science and economics.

BETTER THAN WE THINK

MYRTLE MANN GILLETT

Before we demand *better* teachers, would it not be sensible to learn to appreciate those we do have?

If we school people would only look, we would find that our schools are full of unrecognized good teachers, superlative teachers and potentially superlative teachers, only we have possibly too little sense ourselves to identify them.

School authorities in some districts are seemingly never satisfied with the teachers they have chosen. For years now they have been calling for "good" teachers while condemning and berating by implication those they have already.

Perhaps it is time we pondered: Do those who choose teachers know a "good" teacher when they see one? Do those who train teachers and prescribe credits for certification know what makes a teacher good?

School leaders rightfully demand higher standards for teachers, but, alas, they generally mean more courses and credits and not more talents, greater show of intelligence, wider culture and more adequate knowledge. We fail to appreciate properly the good teachers we have because we so often "evaluate" by words and set phrases prescribed by "authorities."

A Phd. in linguistics once had signal success in teaching reading and spelling to "backward" children by means of a simplified history of the development of English from Indo-Germanic with examples of the relationship between modern languages, some of which the children knew. The unphonetic character of English became understandable; the children were fascinated and attentive.

Every lesson was something related to themselves as human beings in everyday life and not a chore that to them made little sense. They were, perhaps for the first time, using all their capacities to solve an

unfamiliar and difficult problem. They weere bored by the simple stories at their reading level, but even elementary reading became fun when they knew that cat, *Katz* and *Katze* were alike. These children had all been taught for at least three years, some six to eight years, by the best-trained teachers in the system, using the approved teaching routines.

What this new teacher did was outside the rules and was, therefore, despite obvious results, condemned by the too conscientious, well-trained principal. This principal had far too little real knowledge to appreciate what she could have seen, if she had looked, and far too much educationist "philosophy" to try to do so. Her honest ideal of supervision, like that of many big-city public school administrators, was to condemn categorically everything unfamiliar or contrary to current fashion. The saddest part of this story is that this principal was, in her out-of-school life, a sensible, intelligent, wide-awake, tolerant and altogether commendable person.

To attract teachers to our schools, we do not so much need material improvements as we need to show that we want to utilize their best spiritual, intellectual and human qualities. In a word, we need to have reverence for the brains of our teachers. When teachers are chosen for their intelligence and their real knowledge, people will want to teach.

The only quality that makes teaching successful, the only unchanging, sure and effective tool for making children learn, is the teacher's brain. And let school leaders too use their innate intelligence in setting up adequate ways and means for judging the teachers we already have and luring to their side the new ones we need.

There is a lot wrong with even the best of us, in schools as in life, a lot wrong with administrators, supervisors, teachers, janitors, parents and children—(who would want perfect people anyway?)—but we could easily manage in spite of it all if we only made up our minds to find and use our best qualities. Among the men and women who teach, there are probably very few who do not also want to do their level best. The good in a man is usually the side he tries to show, to use, to increase. Even mediocre teachers could probably be superior if they were encouraged to use all the gifts they were born with.

FREEDOM FOR FREE READING

HELEN RAND MILLER
Township High School and Community College
Evanston, Illinois

We want boys and girls to be independent readers We want them to manage their own reading for the rest of their lives.

Are we helping them to build the habits of self direction? If we want our school lessons to carry over into life, we must build habits that will work in adult life.

If we made a survey of the reading habits of the adults in the community, that would be a test of the methods of teaching reading during the years those adults attended school. What might we learn from such a survey?

If a person said, "I had to read that in school," and meant that to go through a book in school is to be through with it, the school did something worse than to waste precious youth time; it shut the doors it intended to open. If, for example, a man admitted that after he left school he had not picked up a copy of Shakespeare nor been to see a Shakespeare play on the stage or in the movies, it would mean that he had missed the experience of finding in Shakespeare the companionship he wanted and the opportunity of finding out what Shakespeare had to tell him. It is only what Shakespeare has to say to a person that matters. If the man misses that, he misses all—misses all the way around.

To encourage and guide students in the pursuit of freedom for the best life possible is our problem.

We have fallen into some mechanical habit ruts that we might examine to see how to improve our methods.

We have been 2,400 years slow in learning what Plato told us in *The Republic*: "A free man ought not to be a slave in the acquisition of knowledge of any kind....knowledge which is acquired under compulsion obtains no hold on the mind."

We have been stupid as is a solicitous mother who wears herself out preparing delicacies for her fourteen-year old son and then sits beside him, puts the food into his spoon and the spoon into his hand, all the while humbly defending herself from the blows of his criticisms of every morsel. We know well enough that the mother should have

known since her son's babyhood when to leave him alone to do his own eating, but we haven't learned when and how to leave our students alone to do their own reading.

Every time we begin a new book in class we go through a ritual that is so habitual that we are hardly conscious of it. We defensively answer the expressed or unexpressed protest, "Why do we have to read this?" Of course, we should not ask students to read anything without understanding why they read it, but the trouble is our defensive, humiliating manner that sets the psychological pattern of contest and resistance. In anticipating the resistance we create it. If we start that game, we can't blame the students for playing it.

How can there be the most freedom for students in their extensive, outside or free reading?

If we require a certain number of books to be read outside of class for credit, some students will choose the smallest books they can find. Should we blame them for that? Isn't it the smart thing to do? We said the proposition was: y books read equals x credit. If they are reading for credit, why not do it in the easiest way?

If we assign the books or give a selected list from which to choose, why shouldn't smart people get through a mechanical assignment as quickly as possible in order to have time to do what they want to do? It was we who said that the aim and purpose was to get the credit. In prescribing the books, we failed in an opportunity to help students learn how to find the books that they like. If books are to help them live, they must learn to find the books they want at different times in life for many different special purposes. To learn to do that in school would be one of the most valuable things they could learn.

If we give credit for the number of book reports or reviews handed in, the students can easily find in reference books in the library better reviews and reports than they could write. Copying and changing a few words along the way is a demoralizing habit.

If there are tests on the details of books read to catch the students in something they have skipped or failed to notice and remember, that is a way to take the joy of independence out of reading. Then free reading is not free reading. A person should learn how to enjoy a book in his own way. There are many different ways to enjoy a book. Adults who read novels continuously look for what they like. They may recognize the names of characters as they read but be unable to answer catch questions about them.

We must get over the notion that the students are to read only the books we have read, or that we should read all the books they might read. A tenth-grade boy wrote: "In the Dark Ages progress was very slow because the pupils did not know any more than their teachers did." There is no fun in telling a teacher, or anyone else, what he already knows. Teachers can learn a great deal from their students that they could not learn in any other way.

But the necessity of keeping records from grades and credits makes it hard to know how to manage.

We want our students to have freedom to learn as much as they can, to develop as fast as they can. They can learn to use freedom only by having freedom to use. We want to give encouragement and guidance and to recognize achievement.

Here is a simple plan that will let teachers know what students are doing and yet leave them free. By this method a teacher may even keep daily records. Each student has a mimeographed or duplicated sheet with this pattern repeated to cover the page.

Date:.....
Title and Author: .....
Time spent: ..... No. of pages read .....

The teacher keeps the papers and gives them to the students each day so they can report what they have done.

The students choose their own books. No one has to finish a book just because he started it. He may read here and there in a book. That is a good way to read many books. Students have spent several days looking through Darwin's *Origin of Species* and *Descent of Man* because they wanted to know about books that have had so much influence, but they did not want to read all of them. How many adults do? It is too bad if people think they should not look at a book unless they are going to read it all. "Some books are to be tasted."

The students are encouraged to read the books to get from them what they want to get from them. They are the only ones who can know what that is. It is amazing how fast students become interested in books when they are free to use them for their own purposes. If they are not getting what they want from a book, it is a waste of time and demoralizing to go on. We all want to learn not merely to spend time but to make the most of it.

There are many advantages in reading during the class hours in class. Students are pressed for time to read. Devoting the class hours to reading says in action that reading is worth valuable time. The teacher can see that everyone has a book. The students see each other in the actual process of reading. Reading then is not something people just talk about; people really do read.

There is only one obstacle to overcome: the teacher has to get over the idea that she must be standing in front of the class talking. She must realize that sitting and reading

with students may be the best kind of social learning.

Average 10th, 11th and 12th grade classes can enjoy devoting class time and home-work to reading for two weeks. It takes about three days to get into the full swing of the program. Slow classes may be bored with the program after five days.

While the class is reading, the teacher should be reading too, and it should be something that she enjoys. If she marked papers or did anything but read, she would spoil the psychological atmosphere. If she says reading is important and fun, she should show that she means it.

If a teacher does not prescribe the amount of time to be spent outside of class, she may find that the students will spend more than the usual time. Students do appreciate freedom.

The teacher should at least check the reports every day to let the students know that she is interested in what they are doing. She may write comments on the reports. If a student is reading at a rate of much less than a page a minute, she may ask, "Are you reading too slowly?" He may answer, "These are big pages, and I am reading this part carefully because...." The teacher may ask questions about books she has not read if she really wants to know the answers. If she has read a book, she may say what she thinks about it and ask the student if he agrees.

The students should be the ones to decide whether they want to hear each other tell about what they have read. The chances are that they would rather spend the time reading. They often do not want to broadcast in the cold light of the classroom what they like best. They should have the freedom to do their own thinking and dreaming.

They should have all the freedom possible to grow through reading, to use reading in their lives.

THREE OF US

JAMES NEWELL EMERY

E. Catherwood Jones is Professor of Rhetoric and Literature at Hope College, one of the small, conservative New England institutions founded at the beginning of the 19th century, when John Adams was President of these United States.

Prof. Jones is recognized, in learned circles at least, as an erudite scholar. He can write a fairly imposing string of capital letters after his name—A.M., Ph. D., Litt. D. He belongs to Phi Beta Kappa and the American Association of University Professors, and is listed in Who's Who. He is the author of two scholarly monographs, one on The Influence of the Minor Dramatists on the Elizabethan Era, and one entitled Some Comments on the Exotic Tendencies of Swinburne.

Two or three times a year, Prof. Jones reviews a book for the literary page of a Sunday newspaper. He invariably disagrees dogmatically with the conclusions of the author, particularly if the volume happens to be one bearing on literary subjects; and he is swift to point out with a scathing finger any minor inaccuracies.

Prof. Jones's courses are elective, and never very popular with the student body. He has the reputation of being a hard marker, for one thing—is popularly and disrespectfully known around the college as "Flunker Jones." His attitude is that only an occasional genius deserves *A* rank. Otherwise what are standards for?

He is carefully observant of the minutiae. A split infinitive, a hanging participle, or a careless mistake in a student's theme, results in caustic red-ink comment all over the paper.

Back in 1870-something, one Phineas Josiah Terwilliger, a contractor who had made a large and somewhat dubious fortune in selling low-grade supplies to the Union army during the War Between the States, left a fund to the college to establish a permanent chair of Natural and Revealed Religion. Terwilliger was a pious old codger with flaring sideburns who passed the plate on Sundays and drove a hard bargain the rest of the week. Possibly his conscience hurt him a little at the remembrance of the tons of spoiled provisions that he unloaded on the quartermaster corps. At any rate, he hired a firm of lawyers who drew up so airtight a document that neither principal nor income of the fund could be used for any other purpose except the chair which was his pet project.

In addition to his regular subject, the duties of the department of Natural and Revealed Religion have been assigned by the president and trustees of the college to Prof. E. Catherwood Jones. Dr. Jones offers courses in the subject—at least they are listed regularly in the annual

college catalogue. There hasn't been a student at Hope registered in these courses for more than eighteen years.

Nevertheless, to comply with the provisions of the gift of the late Phineas J. Terwilliger, the courses are still maintained. Just what Dr. Jones would do if two or three students should decide that they wanted to enroll for the courses is something to be dreamed about. Not that there is any danger of that happening. Flunker Jones has too much of a reputation for austerity—and low marks—around the campus.

Outside city where she has been teaching English and some history for the last quarter-century, Linda Donnelly is virtually unknown. Miss Donnelly is in her late forties, with fast-graying hair and a face that is now expressionless ("dead-pan" the students call it), now lighting up with contagious enthusiasm. Her tongue can be razor-sharp, as many an indolent boy or pert miss has found out—yet there is a constructive kindliness behind the barb of her occasional sarcasm that the youngster remembers and appreciates—years afterward, at least.

Miss Donnelly has never published any monographs. Her work has never been recognized by the conferring of any advanced degrees, except the one she earned by long clock-hours in extension courses and summer schools. She isn't in Who's Who—and she isn't well press-agented.

In her quarter-century at Elmwood High she has made some three thousand boys and girls appreciate some of the really fine things that have been written. She has installed in a goodly share of them, anyway, a taste for good reading, not solely the time-honored classics, but the really significant things in modern books and magazines. She has taught them to discriminate between things worthwhile and trash. She has taught them how to write a letter of application that will make a prospective employer think seriously about the candidate for the job he has to offer; to write a report that will summarize clearly and that goes directly to the root of the issue. To her, cardinal sins in a pupil are affectation, posing and carelessness.

She has made them see history, not as a wearying morass of dates and facts and summaries, but as a series of great adventures, of dynamic movements, of picturesque characters, some noble, some villainous, some strange mixtures of both. She has opened the door that swings upon this wonderland of fact and romance, and encouraged them to pass through.

Edith McAndrew teaches third grade in a fair-sized elementary school. She holds no degrees except the Ed. B. her state certificate requires. Year after year she guides eight and nine-year-olds through the drudgery of the multiplication tables—and only a surprisingly small percentage of her pupils fail on their "7 times 9".

She teaches her boys and girls to read with understanding and expression—till they can read for themselves with appreciation and enjoyment the wealth of literature for young folks of these days—the immortal tales of the past, the wonderland of sea and sky and earth about us, the doings of boys and girls like themselves.

Yet Edith McAndrew is "just an elementary school teacher". You wouldn't think of calling her work a career—perhaps not even a profession.

But are Linda Donnelly and Edith McAndrew any less important than Prof. E. Catherwood Jones, A. M., Ph. D., Litt. D., etc?

Prof. E. Catherwood Jones has a small, select group, screened before entrance, who are in college because they want to be, or because some one close to them wants them to be. They represent only a fragmentary portion of the high school classes, and a still smaller percentage of the elementary school groups of which they were once members. Disciplinary problems among them are *nil*. If at any time they fail to maintain the level of scholarship and conduct which Dr. Jones and the rest of the Hope faculty have set up, they may be summarily thrown out.

But Miss McAndrew, and in almost as large a degree, Miss Donnelly, have to accept, keep in school, and keep up to passing grade, *all* the children of all the people who desire to send their sons and daughters to school—as well as those who don't, but have to, according to the law of the state. There is the loafer, the bully, the sneak, the dullard, the one who doesn't care, as well as the openly rebellious. The teacher *must* do something with them. And if she doesn't do a good job, there will be no foundation for the Dr. Joneses to build on.

Professor Jones is doing a thorough and effective job according to his lights upon an extremely small minority of the young people of his day and generation. He knows a lot about one thing—his specialty. But how about his impact on the broad world in general? Workaday problems touch him lightly. He is accustomed to deference wherever he goes—from his students, in awe of his red pencil, his rankbook and his voice in faculty conferences—from the limited circle of his acquaintances who pay due respect to his degrees and his reputation for erudition.

As for Miss Donnelly and Miss McAndrew, they have the problems of ruffled parents and a school committee which may or may not be co-operative or broadminded. For, remember, Miss Donnelly and Miss

McAndrew have to educate *all* the children of *all* the parents in the community, willing or otherwise. The law says so.

The teachers of the lower ranks have always been the Cinderellas in the ashes—and the Fairy Prince doesn't come along very often in these days. Even admitting that the professor is a caricature and not quite typical, I ask you, which of these three deserves top recognition?

AND LO, THE TEACHER'S NAME

EMERY STOOPS
Administrative Assistant
Los Angeles (Calif.) Schools

Leigh Hunt tells how Abou Ben Adhem awoke one night to find an angel writing the names of those who loved the Lord in a book of gold. Since his name was not there, he said: "Write me as one that loves his fellow-men."

The angel returned the next night, "And lo! Ben Adhem's name led all the rest."

My thesis is this: That the teacher's name leads all the rest—that there is no greater profession than teaching—that there are no greater people than teachers.

I should like to illustrate this by a story.

She Was Their Teacher

A king in the South Sea Islands offered a large reward for the person who had contributed most to his kingdom.

On the first day, an advocate came with his client and said to the king: "Your Majesty, my client has manufactured many useful articles for our people. He has sold these materials at home and abroad, and has returned to us many valuable inventions from foreign countries. I beseech you, therefore, give my client your reward for his meritorious service."

On the second day another advocate came, and said: "Your Majesty, my client has served you as a diplomat, and has promoted peace and friendship among the kings and chancellories of many nations. Without him our people would not have been known to most of the outside world. I beseech you, therefore, bestow upon my client your favor."

On the third day another advocate came bringing his client, who was a gray-haired lady, little known to those beyond her own neighborhood. The advocate spoke to the king and said: "Your Majesty, my client has not manufactured useful articles for our people, nor has she promoted world trade; neither has she represented your Court and our people among the nations of the world. Even though she has not attained a personal renown, I beseech you, even so, that you bestow this reward upon her—*for my client was their teacher.*"

And it came to pass that the king bestowed his highest reward upon the little gray-haired teacher, bent with the weight of years and service to her fellow-men.

Behind the achievements of every great man there has been the instruction and guidance of a teacher, or teachers. The story illustrates another fact: that teachers seldom receive sufficient recognition for the invaluable contributions that they make to their pupils.

Social and Occupational Status of Teachers

A recent nationwide poll concerning the social and occupational status of 25 selected occupations placed the elementary teacher eighth on the list. The teacher was preceded by physicians, attorneys, statesmen, bankers, army officers, foreign missionaries, and others. Yet, these persons who attained the higher social and occupational status would not have been there had it not been for the elementary teacher, the high school instructor, the college professor, and in some cases the graduate research specialist. Behind the success of every physician, attorney, statesman, and scientist are the patience, wisdom and guidance of these teachers. It was teachers who discovered interests, developed abilities, and inspired an awkward, floundering youth to direct his efforts toward worthwhile goals.

Great Personalities Compliment Their Teachers

I want to give some examples of great personalities who have recognized the molding influence of their teachers:

Consider the teacher of Helen Keller, Anne Mansfield Sullivan, who brought light to a life that was blanketed in fog and darkness. In later years Helen Keller wrote:

"The most important day I remember in all my life is the one on which my teacher....came to me. I am filled with wonder when I consider the immeasurable contract between the two lives which it connects." [1]

Thomas Jefferson, author of the Declaration of Independence, has this to say of his teacher:

"It was my good fortune, and what probably fixed the destinies of my life, that Dr. William Small, of Scotland, was then Professor of Mathematics." 2

Another immortal who has vitally affected the thinking of all mankind, Charles Darwin, has this to say of his teacher:

"I have not yet mentioned a circumstance which influenced my whole career more than any other, this was my friendship with Professor Henslow . ." 3

Teachers Are the Builders

Teachers build both individuals and nations. They take growing, plastic human beings and become, along with parents, the guardians of their health, their emotional balance, and their intellectual development.

It is often the teacher who first recognizes over-fatigue, deafness, nervousness, bad teeth, and poor vision. Who is the greater person—the teacher and the nurse who discover decaying teeth, and motivate the child and parent to have those teeth repaired, or the dentist who (because of his training by teachers) is able to do the repair job?

Teachers are becoming increasingly concerned about the emotional balance, and the mental hygiene of their pupils. They realize that the future citizens of Sing Sing, San Quentin, and the mental institutions, are now in their elementary classrooms. They know that in 1940 there were more patients in mental institutions than there were freshmen in our universities. Teachers, therefore, are becoming increasingly aware of the day-dreamer, the fidget, the worrier, and the isolate. By diagnosing these emotional imbalances, and applying therapy at the elementary level, boys and girls are being prevented from becoming alcoholics, criminals, and nervous breakdowns in later life. Again, may I ask: *Who is the greater person*—the teacher who recognizes and prevents a nervous wreck, or the psychiatrist who tries to apply treatment after the disaster has occurred?

Teachers are also concerned about the intellectual achievement of boys and girls. Teachers believe that the hope of the future lies in clear thinking, and application of factual knowledge to life problems.

By stressing truth, boys and girls learn to be free from hatreds and fears that arise between economic classes, racial groups, religious doctrines, and political states. Again we ask: *Who is greater*—the social studies teacher who gives students the facts to prevent an international crisis, or the army officer who is called in to subdue the enemy after catastrophe strikes?

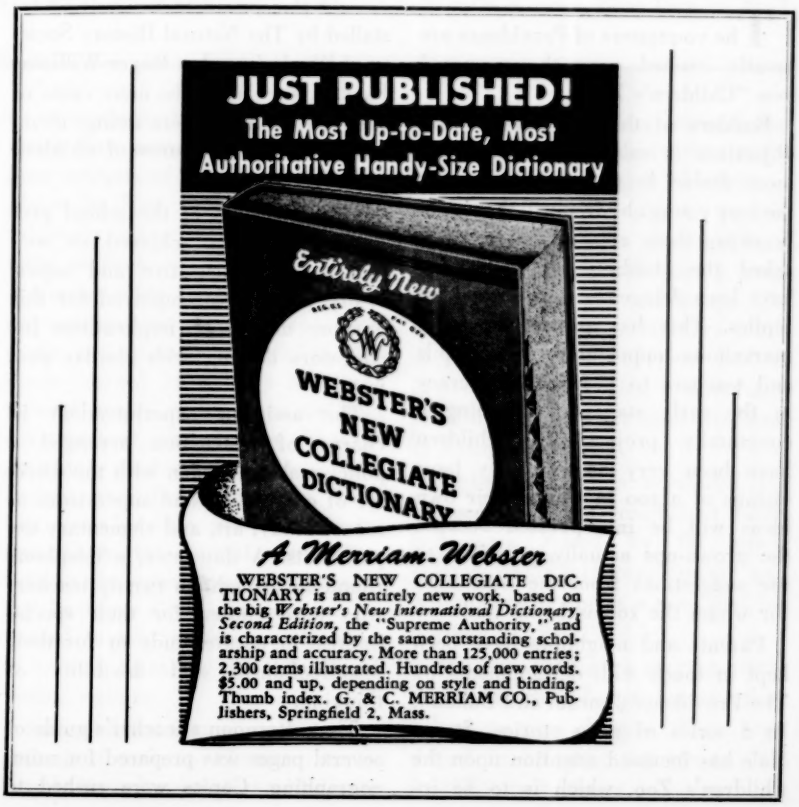
I would not agree with the results of the national survey which listed teachers number eight in occupational status. My thesis is that there is no higher profession—for all other professions depend directly upon the teacher.

It is through education that we have made every gadget, every convenience, and every necessity that we enjoy in modern living. For the first time throughout the ages, education has changed our economy from scarcity, want and famine, to an "economy of abundance."

"Thou shalt know the truth," about soils, climates, plants and animals, "and the Truth will make you free", from *want*.

Teachers are purveyors of truth. If we could saturate Russia, Palestine, India and Europe with *facts*,

1—*Peterson, Houston. "Great Teachers." Rutgers University Press, New Brunswick,* 1946, *p.* 5.
2—*Op. cit., p. xvi.*
3—*Ibid., p. xvi.*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the threat of war would disappear. We have access to all sides of every question in our public schools—this access to truth frees us from fear and suspicion. If Russian propaganda were replaced by facts, the world would quickly attain *freedom from fear*. Teachers and teaching are the hope there, as well as here.

Personal rewards of the teacher

Even though teachers rate number eight on an occupational status scale, they still have satisfactions that come to no other profession.

The teacher has the chance to keep up with political, social and economic trends by teaching those trends in the classroom. The teacher of music, art, literature, or handicrafts, is in continuous contact with the aesthetic and cultural trends of the world. Such a teacher has the personal reward of being able to work full time in an area so highly coveted by persons in business and industry that they drive themselves beyond capacity to gain time for a hobby in the arts.

Another reward of the teacher is the high esteem in which good teachers are held by their students. The teacher who has contributed invaluable ideas, attitudes, and appreciations to a boy or girl will always be revered by that student. This high esteem by students is one of the greatest satisfactions that a teacher can enjoy. In this way the ideas of the teacher become immortal in the minds of student disciples.

Yes, teaching is a dignified and a noble occupation, and teachers are among the greatest people of all time. They are great because they are serving their fellow-men. Believing this to be true, we can paraphrase the poet: And lo! the teacher's name leads all the rest.

PROVIDENCE CHILDREN PLAN THEIR ZOO

HENRY E. CHILDS
Supervisor of Nature Study and Visual Education
Providence, (R. I.) Schools

The youngsters of Providence are greatly excited over the proposed new "Children's Zoo".

Builders of the zoo have several objectives in mind, but their foremost desire is to make sure that the very young children will thoroughly enjoy their zoo. Therefore they asked the children for ideas and have been deluged with thousands of replies. This has proved to be a marvellous opportunity for pupils and teachers to practice democracy in the early stages of planning a community project. The children have been very happy. They have visions of a zoo in which their own ideas will be incorporated because the grown-ups actually promised to use suggestions from the little ones for whom the zoo is being built.

Parents and neighbors have been kept in touch with developments by The Providence Journal and Bulletin. In a series of news stories, Stuart Hale has focussed attention upon the Children's Zoo, which is to be installed by The Natural History Society of Rhode Island at Roger Williams Park. Appreciating the news value of what the children were doing, themselves, he used pictures of children and their activities.

The objectives of the school program have been achieved so well that the administrative and supervisory procedures employed for this purpose may have implications for educators dealing with similar projects.

The assistant superintendent in charge of instruction arranged a policy-making session with the director of curriculum and supervisors of nature study, art, and elementary departments. A day later, a telephone round-up brought in twenty teachers who were chosen for their special interest in nature study or for their resourcefulness and flexibility of thinking.

That afternoon a teacher's guide of several pages was prepared for mimeographing. Copies were rushed to all elementary teachers. These explained the proposed Children's Zoo, stated immediate and longrange objectives, and proposed a wide variety of activities.

The enthusiastic key teachers and their friends began immediately to discuss the zoo with their youngsters. Itinerant art teachers proposed drawings and paintings whereby the children might express themselves more freely as they visualized their ideas.

Tape recordings were made. They gave the unrehearsed reactions of children of various ages when the zoo was first announced and when they were invited to suggest the animals that they would like to see. Groups working on such units as The Farm, The Forest, and Care of Pets modified their three dimensional exhibits to make them appropriate to the study of a new zoo.

Teachers used the zoo to motivate both oral and written English. Animal stories were read. Letters, re-

XUM

Grows out of modern criticisms

PRINCIPLES OF SECONDARY EDUCATION

by Nelson L. Bossing, University of Minnesota

A dynamic approach to the task of teaching Young America, with timely emphasis on:

- problems peculiar to secondary education in our culture today.
- techniques by which the secondary school can better accomplish its mission.
- necessity of applying the democratic philosophy of life to secondary education.

Besides describing the evolution and present status of the secondary school, Bossing provides up-to-date material on such topics as school finance, personnel, guidance, and non-school educative agencies. The book employs a teaching method of demonstrated effectiveness: each major topic or issue is introduced to the student in the form of a problematic question.

"Original, clear, and challenging. As a text it should be valuable in developing a problematic approach to a democratic philosophy." *George F. Hay, New York University.*

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ports, and poems were written. Vocabularies were listed and visualized. Writing had to be good on materials to be posted or sent in for the final exhibition. The reading, writing, and 'rithmetic were not neglected as the children developed their original thoughts. Elaborate wall charts and floor models were devised by groups of children with unobstrusive guidance by skilled teachers.

The final exhibition at school headquarters filled a large auditorium. The originality and workmanship were so good that a large department store borrowed children's work to feature in its big window display.

The Natural History Society learned that children were more interested in doing things with animals than merely in watching them. They want to make friends by touching, petting and feeding them. They wish to ride them, listen to them, and watch their antics. They chose common animals of the farms and wild places in New England. They are extremely eager to watch families of baby animals.

Young folks have definite ideas on arrangement for display. They prefer well spaced small exhibits outdoors instead of a large building; natural homes rather than artificial constructions; and more of the common and local animals than of the strange ones from far away. They like color but they are far more interested in the animals themselves than in the appearance of the housing facilities. Good showmanship is needed in arrangement and labeling of animals to satisfy the curiosity of young visitors.

Some of the first suggestions for animals found in circuses or in heavily barred cages were withdrawn after the sixth graders realized that their small brothers and sisters might be frightened by fierce wild beasts.

As educators we wish to explore ways to overcome the abnormal fears of all animals which harass some children, ways to encourage the thoughtlessly cruel to be more gentle in their treatment of pets, and to improve understanding of how families of animals solve their problems of living together.

A beginning was scheduled for this summer, but insufficient funds had been raised by the newly created Natural History Society and it was decided to set a new goal for opening in 1950.

The boys and girls may be justly proud and very happy because they helped to plan the zoo. They have shared in bringing the zoo to life. It will be truly theirs.

PLEASE BE HUMAN

CHARLES E. FUNK
Superintendent of Schools
Prospect, Oregon

One often hears the question.. how can teachers be human? They are cooped up all day with a roomfull of students. In the evening they have to prepare work for the next day, grade papers, make out reports. They seldom have hobbies or outside interests. No wonder they are self-centered and crabby....

I should like to ask another question..why *won't* many teachers be human? Too often they set themselves up on pedestals and refuse to compromise with reality. They may have as many as two hundred individuals a day in their classes, yet they will accept only one standard of achievement, one pattern of behavior. The students either adjust their mentality and personality to that of the teacher or they are hopeless failures. There is no middle course, there are no exceptions.

Many teachers are far too prone to judge pupils by their parents' work, standard of living, or social habits. I recall an incident last spring in a neighboring school that illustrates this. The father of four children in school got into a minor difficulty with the law and had to spend several months in jail. The principal summarily failed all four children, nothwithstanding the fact that they were educationally superior in their classes. It was his way of getting back at the family for not living up to his personal code of behavior.

Successful guidance is based largely upon treating each student as an individual, accepting him as he is and building upward from the personal and educational foundation that has been prepared beforehand, both in school and in his environment. But many times the student is 'pegged' because of outside factors that have little to do with him as an individual.

Take Harold, for instance. I first noticed him last fall during the football season. Tall, good looking, with an engaging smile and athletic build, he never suited up but spent the practice period passing to the ends and backs.

I asked one of the instructors about him. "Oh," he replied, "he flunked out last semester and can't play. Comes from one of those 'three-bottle' families, you know. Never will amount to anything."

I took an interest in Harold and eventually gained his confidence. His environment is none too good, and his past behavior left much to be desired. He was one of those boys that one can expect to see any place any time of day or night, and who never seems to have a home.

But all that Harold needed was friendship, understanding, and a chance to do better. When we gave him encouragement and a few breaks, his entire attitude changed. Now he comes to school regularly. His class work is above average. He plays on the basketball team. Incidentally, Harold is one of the few boys to whom I will trust the gym keys on week ends for unsupervised practice.

In communities where the accepted recreational facilities are strictly limited, teachers often get into the habit of going to church. Now of course attending church is highly commendable as long as it is kept personal. However, I have known teachers who were so religion conscious that they somehow became paragons of purity and discrimination. They divided the community and school into two factions, the attenders and the non-attenders. Just try to get unbiased justice from them.

Then we have the education complex. Teachers are just ordinary people, most of them from middle class families. Their youths were very little different from those of our students today. They got by in school somehow, and in so doing put many a grey hair in their teachers' heads.

But would they admit it after becoming members of the profession? Shhhh..Heaven forbid! They were little angels, always models of proper conduct. And grades? A straight "I" card, naturally.

At institute last fall I was talking with Walt, who now is principal of a large high school.

"What do you do about your problem students?" I asked.

"Huh!" he exclaimed as if amazed by my question. "I don't have any problem students. They either come through or get the boot. I don't give them an inch and I don't fool with them a minute."

Now Walt and I went through high school together. I can recall many a week end when the coach went around before a game and begged the other teachers to give us a break on grades so that we could play. If Walt had gone to school under an administrative philosophy he now preaches, he would never have lasted out the first year of high school.

A few years ago I had a teacher who was continually bringing discipline problems to the office. They

were discipline problems only in that the teacher had allowed herself to be maneuvered into a position in which she was wrong, and from which she could not extract herself and still maintain her professional dignity. She couldn't be wrong, and she never learned that students today quite often know more about what is going on in the world than the teacher. Thus they are arguing or talking back.

We teachers don't have many opportunities to be human beings. Too much of education is down the straight and narrow with seldom a turn in the road. But occasionally there is a wide place where we can get out of the well-worn ruts and take a look at the ultimate objectives of education.

By 'ultimate objectives', I mean the individual student habits we are helping to form now which will determine the lives they live. After all, the final test of successful teaching is acceptable adult citizenship. It matters little whether our students eventually become housewives, truck drivers, or professional people, they will have definite personal, family, community and governmental duties and responsibilities. The ability to get along with people, to stay out of jail, to do their share in building up their community so that it will be a better place to live, and to have the emotional ability to take an active part in recreational facilities for physical well-being is the criteria for effective citizenship..and of course the final examination for both the teachers and the school.

While it may seem sometimes that some of our more successful administrators and teachers are thrusting subject matter into the background.. the old traditional 'standards'..and shirking on discipline (whatever that is) exactly the opposite is true. They are building a foundation for citizenship in first giving their students trust, friendship, and a belief in the inherent goodness of all things constructive that are accepted by society in general. We teachers need to be more understanding and fair in the basic life citizenship situations than adult life itself. It is hopeless to try to force academic training down the throat of an individual or group who, by environment or training, has learned little but distrust of teachers and impotent rebellion. Most of our problems are not school problems, but the surface reflection of other conditions over which we have little control. For example, many of our local high school students walk one to three miles to the highway. Then they ride the bus for twenty miles. But will the average

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Edited by P. F. VALENTINE
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—From The Table of Contents—

POST-WAR DEVELOPMENTS—Francis J. Brown, *American Council on Education*
LIBERAL EDUCATION AND SPECIALIZATION — T. R. McConnell, *University of Minnesota*
CONFLICTING THEORIES OF GENERAL EDUCATION — Malcolm MacLean, *University of California at Los Angeles*
EXPERIMENTING IN COLLEGE INSTRUCTION — Edward J. Allen, *University of Denver*
THE JUNIOR COLLEGE—John W. Harbeson, *Pasadena City College*
THE TEACHERS COLLEGE—W. D. Armentrout, *Colorado State College of Education*
STUDENT ACTIVITIES AND ORGANIZATIONS—Ruth Strang, *Columbia University*
CULTURAL ACTIVITIES AND WELFARE SERVICES—Louise Price, *Brooklyn College*
PUBLIC RELATIONS OF THE COLLEGE—W. Emerson Reck, *Wittenberg College*
THE GRADUATE SCHOOL—John T. Wahlquist, *University of Utah*

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teacher consider this factor if Bill or Mary is irritable and have a poor attitude? Very few.

The standard-of-achievement conscious, the pure and unforgiving, the slave drivers, the petty dictators; they come and stay for a year or two and then they are gone with hardly a ripple. But the mental and emotional havoc they have created lasts a lifetime.

Think back, you teachers who are having more than your share of troubles and disciplinary problems. Dig out your old elementary and high school report cards. Were you, as a student, what you pretend you were as a teacher? Recall the teachers who influenced you most. Were their methods your methods? I doubt it. If they had been, you never would have chosen education as a career.

You can be a teacher *and* a human being. Try it.

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My Teaching Is Easier Because..

My teaching is easier because of Happy. Happy is my pig skin handbag which has made three years of history and is still going strong. In the beginning it contained the usual items found in a teacher's bag. Of course, one of them was aspirin, so it is to the aspirin that I give credit for opening up a glorious contact with pupils. More and more of them came to me when they were "ailing" until soon the aspirin would not serve all the purposes. I added ammonia, toothache drops, bandaids, ointment, and goodness knows what else to ease physical pain.

Soon some one discovered that Happy's contents included lendable (sometimes unreturnable) pencils, crayons, and small scissors. There, too, were found a ruler, scotch tape, and even a needle and thread which became a scholastic necessity. What a nuisance! But did I stop? No, I kept adding to my bag of gadgets. Happy swelled so big that I had to call on my superintendent for help. We operated on Happy, removing all sorts of things.

The operation was successful. It resulted in a "jam up" first aid cabinet for our small school. Tucked away in my closet, it carries a variety of distributables — everything from cough syrup to emery boards. It heals any kind of cut or sting, even tongue lashes. Believe it or not, it cures my own headaches, for

I have found that Bill is not a "headache" at all once you really get to know him. At the first aid cabinet I've had a chance to see a lot that had been hidden in the ordinary student teacher relationship.

Every time I look at Happy (now back to normal) I am delighted that it helped me so generously find a way of service which makes my teaching, oh, so much easier!

KATHRYN D. SMITH, *Patterson, Georgia.*

MOVIES AND MENTAL HEALTH

GEORGE K. MORLAN

For sound emotional life, people need affection. Dogs often give the most genuine affection we get. We need to give and receive love, and the unashamed, uninhibited affection of dogs helps many people to release their own. Animals should not take the place of human friendship, but since they are wonderful supplements for the companionship of others, movies of animals appeal not only to children but to entire families. When a story of a boy and a dog is portrayed against a background of thrillingly beautiful natural scenery, the effect on the mental health of audiences might well be expected to be good.

ROCKY has these ingredients but only the scenery emerges with credit. There is a slushy story of adolescent romance which won't hurt you, but is only barely entertaining. As for the dog story, Rocky attacks another dog that has been killing sheep, and the two fight until Rocky kills the bad dog. Not satisfied with slugging and degenerate fighting of terrific heroes and gorgeous dames, Hollywood has now perverted a meaningful story of a dog into a sickening spectacle. The overall effect is probably not harmful, but neither is it salutary. O. K. without praise.

More commonly animal pictures inundate their stories with terrific heroics or excessive sentimentality. Since the unreal is presented as soberly as the real, the result must be either the morbid acceptance of the phony or nausea. SO DEAR TO MY HEART and THE YEARLING were not devoid of the phony, but there was a basic integrity in the characterizations and most of the events that lifted these films above the others. There was entertainment without disgust, and enjoyment without dishonesty — ingredients necessary for a good effect on the mental health of audiences.

TAKE ONE FALSE STEP, as the title indicates, portrays the misfortune that can result from one false step. People do make decisions that affect the rest of their lives. What we decide on today determines in part what we are able to do tomorrow. To this extent the basic idea of the story is sound.

But floating along constitutes more than *one* false step. It is not a common fact that if we take just one wrong step we will be suspected of murder and unless we outwit mean gangsters, our whole life will be ruined, and our prospects of founding a college to educate youth — instead of manufacturing degress — will be wrecked. A sensible warning is blown into a menacing, neurotic drammer. Probably no one false step completely determines what we can do tomorrow so much as the series

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of steps we have taken and what we do tomorrow and the next days. Moreover, the underworld-crime trappings prevent this film from having the essential reality to be healthful — as it could have been.

Religion has much to offer modern man, and it would seem that moving pictures in which religion is the theme should have a salutary influence on the emotional stability of audiences. Unfortunately, films about religion are often demoralizing and irreligious in their influence.

OVER THE WALL is one of the pollyanna films in which a cute clergyman is the center of saccharine deference and adulation. The characterizations are so phony and unreal that the faith in goodness and in man that people need is undermined instead of a spirit of devotion being created.

The effect is quite different in another film that doesn't pose at all as being pious or religious. Anna Lucasta is a story of vulgarity, cruelty and ugly viciousness, but the characters live as real individuals who are struggling to exist. There is a genuine conflict between good and evil, both between the better individuals and the greedy ones, and between the good and evil in the same persons. In the end, because of the emotional impact of real people struggling between good and evil, you leave the theater with greater compassion and deeper faith in the goodness of man. Don't miss.

Both the songs and the story in THE MIKADO are clearer on the screen than on the stage and are more enjoyable and less frustrating for the majority of people. Some favorite songs are missing.

The shenanigans in NEPTUNE'S DAUGHTER will delight almost anyone. Perhaps those who saw FIESTA with its more sophisticated wit will be disappointed, but most people will be refreshed after seeing this farce.

S. O. S. SUBMARINE, an Italian film with English dialogue dubbed in, avoids creating the irritation people so often feel in seeing foreign movies in which the English titles can't keep pace with the speaking. A minimum of heroics and a maximum of restraint make this a satisfying and healthful film. It's a navy story without the glorification of war. O. K.

THE BOY WITH THE GREEN HAIR is an appealing story of the intolerance and cruelty that children of minorities face, though no minority is specified. The suffering of children is real, and this story ratches a bit of that poignant reality, but it lacks the punch and courage to make it a great work of art. Here is an almost great picture whose influence is likely to be wholesome though it is disappointing because it could have been so much better.

END OF A PERFECT DAY

Muriel Washburn Thomas

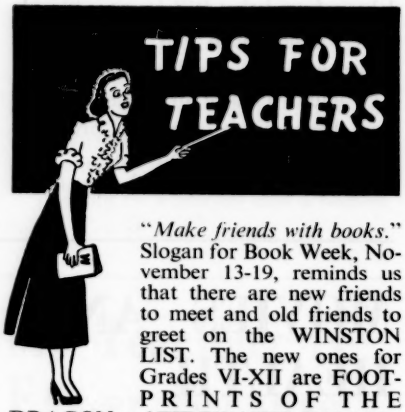
My make-up's gone—
My temper's spent—
My morning smile
Has "gone and went"—.

My back hair's drooping,
My seams aren't straight—
And I can't prove
Two fours make eight!

I've looked for "spots";
I've soothed hurt feelings;
I've calmly corrected
Some crooked dealings.

I've arbitrated;
I've said kind things;
All day long I've
Been wearing wings.

I've tried to teach
That "Might's not right"—
But call me "Teee-cher"
Now and I'll bite!



"*Make friends with books.*" Slogan for Book Week, November 13-19, reminds us that there are new friends to meet and old friends to greet on the WINSTON LIST. The new ones for Grades VI-XII are FOOTPRINTS OF THE DRAGON and TIDEWATER VALLEY, (LAND OF THE FREE SERIES) respectively *a story of the Chinese and the Pacific Railways* and *a story of the Swiss in Oregon;* BLACK FALCON by Armstrong Sperry, a story of young Wade Thayer who joined Jean Lafitte to help Andrew Jackson in the War of 1812, and TICKTOCK AND JIM, Deputy Sheriffs, a sequel to the popular TICKTOCK AND JIM. Other new book friends are CHUFFER and TUTTLE, a wayward truck and a stubborn engine, to delight the primary group and SCHOOLHOUSE IN THE WOODS to appeal to eight-year olds. The old friends are legion—see pp. 20-24 of THE WINSTON PRICE LIST.

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THE NEWS DIGEST

Conference Urges High Schools for All

WASHINGTON, D. C.—What should high schools do to better meet the educational needs of those young people who do not go on to college? This was the question uppermost in the deliberations of the Life Adjustment Conference during its four-day session here under the chairmanship of J. Dan Hall of the U. S. Office of Education.

Speakers pointed out that only forty percent of high school graduates enter college; that much of the curriculum offered the non-academic student represents wasted effort, studies unrelated to daily life in the community; and that many boys and girls refuse to pursue high school courses so ill suited to their needs and hence so unattractive to them.

Ten high schools in Illinois are said to be experimenting with courses tailored to the rank and file of their pupils. In New York State a committee has been authorized by the Regents to work along similar lines, it was reported.

Growing Attempts To Censor Libraries

SWAMPSCOTT, MASS.—Members of the American Library Association holding their regional convention here were warned of ever-growing efforts to restrict thought and withhold enlightenment through excluding certain books from library circulation.

David K. Berninghausen, as head of the association's committee on intellectual freedom, presented a dozen samples of more than two thousand clippings he has gathered, telling of instances where such attempts have been made either successfully or otherwise. These, he said, were only the incidents of this sort that had come to light. Many times the censorship consists of pressures applied so quietly that the public never hears of them, Berninghausen declared. He branded the suppression of books as thoroughly un-American and an indication of fear lest the views of the censoring group should lose out in a fair argument with both sides freely presented.

One article in the Library Bill of Rights proclaimed that in no case should any book be excluded because of the race, religion, political or religious views of the author. Librarians were urged to be on guard against violations of this principle.

Warns Against Panicky Curbs on Classroom Freedom

NEW YORK—Loyalty oath laws and the hasty labeling of teachers as "reds" for expressing unpopular opinions were deplored in a statement issued here in October by the Educational Policies Commission, following a three-day conference in which seventeen of the commission's twenty members participated. The group was set up by the National Education Association to determine long-range goals and strategies deemed desirable for education in the United States. Columbia President Eisenhower and Harvard President Conant were those responsible for the October statement.

While reiterating its recommendation of June 8 that members of the Communist party be barred from teaching, the commission at this time cautions against going too far in efforts to regulate courses of study or to establish tests of teachers' loyalty. The commission feels that such measures imposed by state legislative action impair the vigor of local autonomy and tend to hamper freedom of thought and discussion in the classroom.

The commission warns against allowing international tensions and popular anxieties to drive us into curtailing our essential freedoms.

Harvard Law School Will Admit Women

CAMBRIDGE, MASS.—The Harvard Law School will accept qualified women applicants starting in the fall of 1950, Erwin N. Griswold, dean, announced recently. He pointed out that women have enjoyed membership in the American Bar Association for more than 30 years and that many of them now serve with distinction on the bench.

The 132-year-old Harvard institution was virtually the only large law school still refusing women students and the last department of Harvard to hold out against the trend of the times. However, female enrollment will be restricted to "only a small number."

Sees Rural Teachers Worth More Pay

NEW YORK—Teachers in the public rural schools of the United States earn approximately one-half the income of teachers in the urban areas, Dr. Frank W. Cyr, of Teachers College, Columbia, declared in a report in the college's sixth annual Work Conference on Administration and Organization of Rural Education.

Dr. Cyr pointed out that rural teachers worked as hard as their urban colleagues and that their salaries should therefore be brought up to the levels that city teachers enjoy. Moreover, he said, rural communities must provide their teachers with better living quarters.

A reorganization program is essential if rural schools are to be improved, the report said. The study also urged that public school transportation be improved. Dr. Cyr estimated that one-third of the $100,000,000 spent each year for rural school bus transportation is wasted.

Homebound Pupils Linked to Classroom

DETROIT.—The problem of instructing children who cannot leave their homes to attend school has been tackled here by means of a two-way radio and telephone hookup between classroom and bedroom. The experiment was started with the installation of the system for the benefit of ten handicapped children in September. The work centers in three classrooms of the Oakman School for Crippled Children. Facilities have been provided to let the absent pupils not

Most Colleges Expect Fewer Students, Lower Incomes

NEW YORK—Many colleges in the United States are worried over the financial outlook, the prospect of declining enrollments, and tuition revenues, and the prospective drying up of gifts. This is made clear in a survey conducted by the New York Times, in the course of which replies to searching questions were received from 630 colleges of every type — men's, women's, coeducational, public and private, small and large, in every section of the country.

Roughly speaking, tuition fees and all other costs to the student have risen over fifty percent since 1942. Most colleges expect a decrease of enrollments as fewer students enter as ex-GI's on government money. Some colleges that have depended largely on these students for support in recent years now fear serious deficits or even having to close down, though only one per cent admit the situation to be so desperate as this.

While opinions differ sharply on the desirability of federal aid, most college heads favor national scholarships, if these can be established without strings and in such a way that each student may choose what college to attend. Some administrators see no danger in the present program of federally supported research projects.

The average cost to the student of a year in college now stands as follows: public colleges $665; men's private colleges $1,073; women's private colleges $1,285; coeducational colleges $846; colleges for negroes $469.

Only 14 percent of the reporting institutions expect attendance to increase this year. Naturally there will be shrinkage in the number of teachers employed in many instances.

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only hear what goes on in class but freely participate with the aid of bedside telephones. One purpose of the new arrangement is to discover and develop special techniques for making this sort of interchange effective. Up to now the only way to meet the needs of pupils isolated by illness or other impairment has been to send visiting teachers into the homes. It is hoped that the present plan will cause pupils at a distance to feel themselves members of the class and sharers in its activities, with resulting improvement both in studies and in morale.

Mothers Catch Up On Children's Books

CHICAGO — Hundreds of Chicago mothers are enrolling for the reading of children's books. Classes will meet one morning each week from 10 to 11:30 in branch libraries throughout the city. The project was launched three years ago by Agatha Shea, chief children's librarian of the city's library system, and is jointly sponsored by the P. T. A. The reading classes have grown rapidly in popularity from the first.

Mothers are learning much about the wealth of interesting and worthwhile literature available to children from nursery to high school age, and the mothers themselves are fascinated with the books. These adult pupils attend regularly, perform their reading assignments, and look forward to receiving their certificates or diplomas as eagerly as any younger person.

Their growing familiarity with juvenile reading enables them to guide the reading habits of their children and in large measure to cut down the vogue of the comic books, according to leaders of this so called "Chicago Plan."

Middlebury Enrolls 40 In Paris Branch

MIDDLEBURY, VT. — Forty graduate students representing William and Mary, Wellesley, Brown, Middlebury, Amherst, Bowdoin, the United States Military Academy, Smith, Columbia, Barnard, Mount Holyoke, Union and Bates have been enrolled in the Middlebury College Graduate School of French in Paris, which opened its first year last month it was announced by Dr. Stephen A. Freeman, director of the language schools and vice president of Middlebury.

"The purpose of the graduate school in France is to coordinate and organize a course of study for students that will qualify them for an American master's degree," declared Dr. Freeman.

Nine of the students will study under Fullbright Grants; four have received French Government scholarships, and one holds a full fellowship from the American Council of Learned Societies. Sixteen of the men are veterans of World War II.

In-Service Courses For Maine Teachers

ORONO, MAINE—Courses especially designed to familiarize teachers with up-to-date educational techniques and current theories of instruction will be offered in sixteen towns and cities of the state, this fall, according to an announcement by Mark R. Shibles, head of the general extension service of the University of Maine. Lectures will be given by well known authorities on such matters as the elementary curriculum, teaching the social studies, developing the high school curriculum, child development and audio-visual aids, to suit the demands of teacher groups in the respective localities.

If System Creaks Here's Your Oil Can

STANFORD, CAL. — Somebody can't get along with somebody else in your school system? Teacher in hot water with pupils or principal or parents? Head man always clashing with community or board? All this can be cured, you know. It's a mere matter of human relations. If religion fails you, simply call up Dr. Robert Bush of the education department of Stanford University, and arrange for use of the consultation service recently announced by Dean A. John Bartky. Any member of the school profession may apply for the service, and if the application is accepted, a representative of the clinic will arrive in town, do some detectifying and slip back here with the notebook. Then will come the official prescription. Naturally there will be some expense the amount depending, etc.

But you ask about the service for the price of a phone call or a postage stamp.

International School Named for Bernadotte

COPENHAGEN—An article published in a Danish magazine some two years ago led to the movement for an international school that opened here this fall with 270 children enrolled and another 200 on the waiting list. The Bernadotte School, named for the

UN mediator, has a student body composed of the sons and daughters of embassy officials, doctors, reporters and other professional and business people residing in Scandinavia. Britain, Bulgaria, China, Poland, Czechoslovakia, the United States, South Africa — these are but samples of the birthlands listed on the roster. English and other languages will be studied and spoken. Emphasis throughout the curriculum will be placed on the development of international understanding and a world outlook, harmonious relations with nearby neighbors of all creeds and colors also featured. The author of the magazine article, G. J. Arvin, is principal of the school which is to carry out his ideas. Hundreds of persons prominent in international affairs took part in fostering and organizing the project and enlisting the aid of the U. S. Information Service as an important backer. The Bernadotte School will endeavor to cooperate with similar projects expected to open in the United States and elsewhere.

Statement of ownership, management, circulation, etc., required by the Acts of Congress of August 24, 1912, March 3, 1933, and July 2, 1946, of The Journal of Education, published monthly, September to May, at Boston, Massachusetts, for October 1, 1949.

State of Massachusetts, County of Suffolk, ss.

Before me, a Notary Public, in and for the state and county aforesaid personally appeared Anson W. Belding, who having been duly sworn according to law, deposes and says that he is the Editor of the Journal of Education, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the foresaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in Section 443, Postal Laws and Regulations, to wit:—

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Publisher — New England Publishing Company, 8 Beacon Street, Boston, Mass.

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ANSON W. BELDING, Editor.

Sworn to and subscribed before me this 4th day of October, 1949.

KATHERYN R. KEHOE.
Notary Public.

My commission expires July 1, 1954.

Fagin, Shylock to Remain

NEW YORK—Children in the nation's largest public school system still may read Dickens' "Oliver Twist" and Shakespeare's "Merchant of Venice" —legally.

A State Supreme Court justice has dismissed a taxpayer's suit aimed at forcing the New York City Board of Education to discontinue the use of the two famous literary works.

Justice Anthony J. di Giovanna held that a book should be suppressed only when "maliciously written for the apparent purpose of promoting and formenting a bigoted and intolerant hatred against a particular racial or religious group."

Murray B. Rosenberg, who brought the suit, called the books anti-Semitic and antireligious" and "inimical to the best interests of growing children."

"Public interest in a free and democratic society," the court said, "does not warrant or encourage the suppression of any book at the whim of any unduly sensitive person or group of persons, merely because a character described in such book as belonging to a particular race or religion is portrayed in a derogatory or offensive manner."

Removing the books from the schools would not contribute to the lessening of antireligious feeling, the court stated. In fact, "removal may lead to misguided reading and unwarranted interferences by the unguided pupil", Mr. Justice di Giovanna said.

Five N. E. High Schools To Overhaul Curricula

BOSTON.—The staffs of five New England high schools are now examining their curricula to see how well student and community needs are being met. The schools where detailed studies of all courses offered are being made are located in Springfield, Vermont, Cape Elizabeth, Maine, and Abington, Marblehead and Concord, Mass.

After the studies have been completed, the faculties undertaking them will invite teachers and administrators from other towns to check their own evaluation of the school programs. Results of the joint ratings will provide the schools with blueprints for self-improvement.

School Radio Project Wins by a Tale

MINNEAPOLIS: — Radio programs produced in Minneapolis public schools nearly doubled in number last year to a total of 300, with 106 teachers and 2,500 pupils actively engaging in production of the broadcasts. The high schools through their radio workshops were responsible for a majority of the programs. Yet the kindergarten and primary departments contributed a feature that won special recognition from the National Radio Institute of Columbus, Ohio.

This feature was the "Tell Me a Story" show in which a teacher served as narrator and was assisted by elementary children enacting the dramatic episodes. The scripts were based on modern books and stories written for children. Several of these programs caused a run on the libraries for the books whose lively qualities were revealed over the air.

Lectures On Law Offered to Teachers

NEW YORK CITY—In cooperation with the New York Bar Association, the Board of Education has begun a unique in-service course for the city's teachers and supervisors on the function of every-day law practices in a democratic society. The course is believed to be the only one of its kind in the country. The project will stress the place that the legal profession has in the lives of teachers, parents and other citizens of the community.

Leading members of the bar are to appear as guest lecturers at a series of fifteen afternoon sessions. School

officials believe that the course — called "The Place of Law in Democratic Society" — will prove to be valuable not only to teachers but indirectly to the thousands of children within the school system.

No Faculty Changes; Plenty Of Males

Sailida, Colorado.—Public schools in this city of 5000 have established something of a record this year by having no turnover in faculty personnel, and in fact very little for several years. All forty of the teachers of last year are here again on the job. Incidentally, the percentage of male teachers here is larger than in most places. All but two of the high school teachers are men, as are all the principals and supervisors, not to mention the superintendent. At least a dozen of the system's employees hold masters' degrees. Public education in Salida thus rounds out seventy years of continuous service with no new teachers to be broken in, no suspicion of too much feminism and no lack of pride in the local community.

To Inform Public Of Adult Courses

PORTLAND, MAINE. — Civic leaders interested in improved educational facilities for adults recently met here at a conference presided over by Supt. Harrison C. Lyseth, and organized an Adult Education Council. Its purpose is to coordinate the offerings of the two junior colleges, Westbrook and Portland, the city's evening school, the Y. M. and Y. W. C. A.'s and the community recreation center, and to inform all local residents of the classes open to them for enrollment. There are 75 such classes furnishing instruction in a wide variety of subjects and more will be added as fresh demands arise. Some duplications in existing schedules are due for removal.

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Grins Between Grinds

ALREADY TANGLED

Little Danny had completed his first day at school and had climbed upon his father's lap to give his impressions.

"Well," said dad, "how do you think you will like school?"

"To tell you the honest truth, daddy," Danny answered, "I believe I've started something I can't finish."

BABBLING

The close-mouthed mountaineer sat on the front porch of his little cabin. A neighbor passed, riding a mule. He spoke.

"Howdy, Si! How be ye?"

"None o' yer business!" retorted Si and, after chewing a moment, he spat and added, "an' I wouldn't a-told ye *that* much iffen you wuzzent a neighbor o' mine."

LUNACY CATCHING

Two uniformed men stopped their car on a country road and walked over to a farmer working in a field.

"We're guards from the institution down the road," one of them said, "and we're looking for an escaped lunatic. Have you seen him?"

"What's he look like?" asked the farmer.

"He's short, thin and weighs about 300 pounds."

"Short, thin, weighs 300 pounds!" echoed the farmer.

"Yeh, you needn't be surprised. We *told* you he was crazy".

ECONOMICS

An eastern business tycoon (the traditional go-getter type) was in the far west on vacation. One day he saw an Indian lolling indolently in front of his little adobe hut.

"Chief," said the man briskly, "why don't you get up and go get a job for yourself?"

"Why job?" grunted the red man.

"Well, you could earn money."

"Why earn money?"

"Well, er-ah, well if you worked hard and saved your money you could have a savings account in the bank."

"Why?" droned the Indian.

"Well, for Pete's sake!" exploded the business man, " with a nice savings account you could afford to retire, then you wouldn't have to work any more and . . ."

"Not workin' now," said the Indian.

BETTER THAN EATING THEM

An elderly Southern woman, one of the best-liked persons in her town, was asked her formula for making friends. "Well, honey," she drawled, "There's just one daily rule I follow. I'm always careful to stop and taste my words before I let 'em pass my teeth."

ZION'S WATCHMAN

An ancient anecdote that may bear retelling is that of the elderly lady in a Scottish church who had been unable to hear the minister on his first Sunday. The next time, she came prepared with a long eartrumpet under her shawl.

The sexton spotted her at once. Stepping up to her, he warned: "One toot and you're oot!"

THE LORD KNOWS

Preachers in their public prayers so often give out information that few citizens attending a Fourth of July ceremony may have noticed anything queer about the announcement, "The Reverend John Smith will now address us in prayer".

One Sunday morning a clergyman included in his long supplication this statement; — "O Lord, thou seest by the morning paper that Brother So-and-So was injured in an automobile accident."

Again, a minister's small daughter who had been made to eat dinner at a special table by herself because of some misdemeanor evidentally had her human audience in mind when she said grace. "Lord," said she, "I thank thee for preparing this table for me in the presence of mine enemies."

DEAD END

Driving in a dense fog, a motorist followed the taillight ahead for a full hour, free from worry. Suddenly the red beacon ahead stopped, and the two cars collided.

"Hey, why don't you put out your hand when you're going to stop?" yelled the man behind.

Came the casual reply: "Why should I, I'm in my own garage!"

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The following firms, each specializing in merchandise or services for schools, cordially welcome inquiries from Journal of Education readers. All the firms here listed are known to be reliable.

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